

**School Improvement and Transformation Monitoring Visit Summary
Beginning of Year
(SITM-BOY)**

School: Dream Diné Charter School	LEA: State Authorized Charter
School Leader: Nadine Chatto	LEA Leader: Veronica Tso
SITM Team Leader: Max Perez	Date: October 21, 2024

School Description

The Dream Diné Charter School staff have made it their mission to create a world-class Indigenous-centered educational program to ensure their children and community are thriving.

Dream Diné Charter is a place-based elementary school where the Diné culture, language, and history are the foundation of a dual-language, experiential curriculum. The six staff serving roughly nineteen students are all Native American. They provide education for grades kindergarten through fifth grade. The staff comprises a community dedicated to providing a culturally engaging education. The school's vision is articulated as follows: *Our school strives to nurture strong, compassionate, bilingual young people who are committed to their personal and community health, wellness, relationships, and progress.*

School Successes and Celebrations

Dream Diné is a newly approved state-authorized charter school since July 2024; previously, it was a district charter under Central Consolidated Schools. School leaders are still working on goals and processes, including organizing the board. While the school leader and staff are excited about moving from a district charter to a state charter, the change has created new challenges. The number of students through the transition went from 34 to 19. There are two full-time teachers, three educational assistants (EAs), and a part-time Diné language teacher.

The school's Diné language and culture aspect has been a positive part of the learning community, supporting the Navajo language in all classrooms. The new teacher is knowledgeable, which contributes to the success and reputation of the program. The school takes pride in growing its professionals through education and experience. Some EAs have moved on to become licensed teachers, and others are working on this.

The school has also implemented a Diné language apprentice and mentor program, including a licensed teacher in the Navajo language. Dr. Becenti with Native American Community Academy (NACA) Inspired Schools Network (NISN) supports apprentices and teachers with the Diné language in the school environment. The NISN support staff meets with the school educators and provides professional development (PD) once a month.

Also impressive, students monitor their data. All students have data binders and carry them from grade to grade for current and historical data reviews. Teachers review these, and the students share progress with parents during parent-teacher conferences.

NM DASH Development and Implementation

The annual school plan and the 90-Day Plan were created using the NWEA (Northwest Evaluation Association) results and Istation assessments. The school leaders reported that NM Vistas had most of the school data masked, so they could not get all the student performance data needed when the plan was created.

While developing the plans, the school leaders focused on providing PD for new staff and orienting them to the school's philosophy.

School Progress

Dream Diné Charter has been designated Comprehensive Support and Intervention (CSI) for performance.

School Performance Trend Data

*The NWEA Interim Assessment scores were not available at the time of this report.

NM-ASR

Science

Year	All Students
2021-22	0%
2022-23	33%
2023-24	0%

Istation

ELA

Year	All Students
2021-22	36%
2022-23	24%
2023-24	20%

Istation

Math

Year	All Students
2021-22	0%
2022-23	44%
2023-24	24%

NM-MSSA

English Language Arts

Year	All Students
2021-22	12.5%
2022-23	12%
2023-24	9%
2024-25 Goal	16% %

Mathematics

Year	All Students
2021-22	6%
2022-23	17.6 %
2023-24	9%
2024-25 GOAL	16%

Attendance EOY

Year	All Students
2021-22	89%
2022-23	90%
2023-24	89%
2024-25 GOAL	96%

English Language Arts (ELA) Goal

Students in grades 3-5 will show an overall increase of 5% -7% growth, 3-12 RIT points, on the NWEA assessment by the end of the school year 2024-2025.

Benchmark

MOY assessment will show an increase of 5% to 6%, 3-6 RIT points, in each grade level on the NWEA assessments in ELA.

Math Goal

Students in grades 3rd to 5th will show an overall increase of 4% -6% growth, 4-12 RIT points, on the NWEA assessment by the end of the school year 2024-2025.

Benchmark

MOY assessment will show an increase of 5% to 7%, 4-6 RIT points, in each grade level on the NWEA assessment in math.

Root Cause Analysis (RCA)

- Time and opportunity for meaningful and productive PD is lacking at Dream Diné Charter School.
- A focus on data concerning math is needed to make the necessary changes and/or implement strategies.
- The daily schedule is limited when teaching multigrade levels. Science may be put on hold if reading and math instruction are incomplete for the day.

- There is a need to revisit and refine how the school supports all the components of reading and language arts.

90-Day Plan Actions to Achieve Goals

- Teachers, EAs, and administrators will receive PD in ELA, math, Multi-Layered Systems of Support (MLSS), and intervention strategies.
- All staff members working with students will review Istation results and discuss the next steps. Strategies for instruction and interventions will be discussed and reviewed for possible changes and/or adjustments. If necessary, additional PD may be offered. There is a plan to invite parents/guardians to learn and use the strategies for how their students will complete homework.
- The school will complete a review and share all data after providing all necessary strategies for improvement. The following steps will need to be discussed for further improvement.

Next Steps

- Confirm the current 90-Day Plan status to properly conduct the 30-, 60-, 90-day reflections, which will lead to possibly adjusting proficiency goals for the middle of the year (MOY) and end of the year (EOY) academic outcomes.
- Identify and implement high-impact instructional strategies and structures for small grade-level student groups, focusing on academic proficiency.
- Connect the 90-Day critical actions and progress monitoring (Istation) with regular data analysis in the professional learning communities (PLC) processes.
- NWEA assessment data was unavailable at the beginning of the year (BOY) SITM visit. The school leaders will provide NWEA data before the MOY SITM monitoring visit.